



California Board of Behavioral Sciences
1625 North Market Boulevard, Suite S200
Sacramento, CA 95834
(916) 574-7830
www.bbs.ca.gov

Licensed Educational Psychologist Written Examination

CANDIDATE HANDBOOK

FOR EXAMINATIONS JUNE 1, 2007 OR LATER



PSI licensure:certification

3210 E Tropicana
Las Vegas, NV 89121
www.psiexams.com

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FOR MORE INFORMATION

All questions about examination scheduling
should be directed to:

PSI licensure:certification
3210 E Tropicana
Las Vegas, NV 89121
(877) 392-6422 • TTY (800) 735-2929
www.psiexams.com

Questions about examination content or licensing
should be directed to:

Board of Behavioral Sciences
1625 North Market Blvd., Ste. S200
Sacramento, CA 95834
(916) 574-7830
www.bbs.ca.gov

SCHEDULING INFORMATION

Date Scheduled: _____

Name of Scheduler: _____

Date of Exam: _____

Time of Exam: _____

Test Site Location: _____



PURPOSE

This handbook serves as your notice of eligibility and is designed to provide you with general information regarding the California Licensed Educational Psychologist (LEP) examination processes and content.

EXAMINATIONS BY PSI

The State has contracted with PSI to conduct its examination program. PSI provides examinations through a network of computer examination centers in California.

All questions regarding the scheduling and administration of examinations should be directed to PSI.

PSI licensure:certification

3210 E Tropicana
Las Vegas, NV 89121
(800) 733-9267 • Fax (702) 932-2666
www.psiexams.com

All other questions about examinations should be directed to the BBS.

Board of Behavioral Sciences
1625 North Market Blvd., Suite S-200,
Sacramento, CA 95834
(916) 574-7830 ** FAX (916) 574-8625
www.bbs.ca.gov

EXAMINATION SCHEDULING PROCEDURES

Once you have been approved by BBS, you are responsible for contacting PSI to schedule an appointment to take the examination. You may do so via the Internet at www.psiexams.com, or schedule over the telephone at (800) 733-9267.

- **FIRST TIME EXAMINEES:** Examination eligibility expires, and an application is deemed abandoned, if the applicant fails to sit for examination within one year after being notified of eligibility.
- **RE-EXAMINATION APPLICANTS:** Examination eligibility expires and an applicant becomes ineligible to sit for examination when an applicant fails any written examination and does not retake the examination within one year from the date of that failure.

In most California testing centers, testing does not take place on the following major holidays:

Memorial Day:	Closed May 26, 2007 through May 28, 2007
Independence Day:	Closed July 4, 2007
Labor Day:	Closed September 1, 2007 through September 3, 2007
Thanksgiving:	Closed November 22, 2007 through November 25, 2007
Christmas:	Closed December 25, 2007
New Years 2008:	Closed January 1, 2008

INTERNET SCHEDULING

You may schedule for your test by completing the online Test Registration Form. The Test Registration Form is available at PSI's website, www.psiexams.com. You may schedule for a test via the Internet 24 hours a day.

1. Complete the registration form online and submit your information to PSI via the Internet.
2. Upon completion of the online registration form, you will be given the available dates for scheduling your test.
3. You will need to choose a date to complete your registration.
4. Upon successful registration, you will receive a traceable confirmation number.

TELEPHONE SCHEDULING

Call PSI at (800) 733-9267, 24 hours a day and schedule using the Automated Registration System. If you wish to contact a live operator, use this same telephone number to contact PSI registrars Monday through Friday between 4:30 am and 7:00 pm and Saturday, between 8:00 am and 2:00 pm, Pacific Time, to schedule your appointment for the test.

CANCELING AN EXAMINATION APPOINTMENT

You may cancel and reschedule an examination appointment without forfeiting your fee ***if your cancellation notice is received 2 days prior to the scheduled examination date.*** For example, for a Monday appointment, the cancellation notice would need to be received on the previous Saturday. You may call PSI at (800) 733-9267. Please note that you may also use the automated system, using a touch-tone phone, 24 hours a day in order to cancel and reschedule your appointment.

Note: A voice mail message is not an acceptable form of cancellation. Please use the internet, automated telephone system, or call PSI and speak to a Customer Service Representative.

MISSED APPOINTMENT OR LATE CANCELLATION

If you miss your appointment, you will not be able to take the examination as scheduled, further you will forfeit your examination fee, if:

- You do not cancel your appointment 2 days before the scheduled examination date;
- You do not appear for your examination appointment;
- You arrive after examination start time;
- You do not present proper identification when you arrive for the examination.

RE-EXAMINATION

Candidates who fail are eligible to re-take this examination. A Request for Re-examination form will be provided with the score report at the test center, or may be obtained by contacting the BBS.

To apply for re-examination, candidates must complete the form and submit it to the BBS with the correct fee. A notice confirming your eligibility for re-examination will be sent approximately 160



days from the date of the examination. Candidates are permitted to take the examination two times in a 12-month period.

CANDIDATES MUST PARTICIPATE IN THE EXAMINATION WITHIN ONE YEAR OF FAILING A PREVIOUS EXAMINATION.

EXAMINATION SITE CLOSING FOR AN EMERGENCY

In the event that severe weather or another emergency forces the closure of an examination site on a scheduled examination date, your examination will be rescheduled. PSI personnel will attempt to contact you in this situation. However, you may check the status of your examination schedule by calling (800) 733-9267. Every effort will be made to reschedule your examination at a convenient time as soon as possible. You will not be penalized. You will be rescheduled at no additional charge.

EXAMINATION SITE LOCATIONS

The California examinations are administered at the PSI examination centers in California as listed below:

ANAHEIM

2301 W. LINCOLN AVE, SUITE 252
ANAHEIM, CA 92801

FROM THE I-5 N, TAKE THE EUCLID ST EXIT (112). TURN LEFT ONTO N EUCLID ST. TURN RIGHT ONTO W LINCOLN AVE.

FROM I-5 S, TAKE THE BROOKHURST ST EXIT (113)-TOWARD LA PALMA AVE. TURN SLIGHT RIGHT ONTO N BROOKHURST ST. TURN RIGHT ONTO W LINCOLN AVE.

ATASCADERO

7305 MORRO RD, SUITE 201A
ATASCADERO, CA 93422

FROM US-101 N, TAKE THE CA-41 EXIT- EXIT 219-TOWARD MORRO RD. TURN LEFT ONTO EL CAMINO REAL. Turn LEFT onto CA-41/MORRO RD.

FROM US-101 S, TAKE THE MORRO RD/CA-41 EXIT- EXIT 219, TURN RIGHT ONTO CA-41/MORRO RD.

BAKERSFIELD

5405 STOCKDALE HIGHWAY, SUITE 206
BAKERSFIELD, CA 93309

FROM I-5 S, TAKE THE STOCKDALE HWY EXIT (253). TURN LEFT ONTO STOCKDALE HWY.

FROM I-5 N TOWARD BAKERSFIELD, KEEP LEFT TO TAKE CA-99 N VIA EXIT (221) TOWARD BAKERSFIELD/FRESNO. TAKE THE CA-58 E EXIT TOWARD TEHACHAPI/MOJAVE. TAKE THE EXIT ON THE LEFT TOWARD CAL STATE UNIV/STOCKDALE HWY/BRUNDAGE LANE. TURN LEFT ONTO WIBLE RD. TURN SLIGHT LEFT ONTO STOCKDALE HWY.

CARSON

17420 S. AVALON BLVD, SUITE 205
CARSON, CA 90746

FROM CA-91 E/GARDENA FWY, TAKE THE EXIT TOWARD MAIN ST. TURN LEFT ONTO E ALBERTONI ST. TURN LEFT ONTO AVALON BLVD.

FROM CA-91 W, TAKE THE EXIT TOWARD AVALON BLVD. MERGE ONTO E ARTESIA BLVD. TURN LEFT ONTO AVALON BLVD. MAKE A U-TURN AT E ALBERTONI ST ONTO AVALON BLVD.

EL MONTE

9420 TELSTAR, SUITE 138
EL MONTE, CA 91731

FROM THE I-10 E, TAKE THE PECK RD NORTH EXIT (29B)-TOWARD VALLEY BLVD. TURN RIGHT ONTO N PECK RD. TURN SLIGHT RIGHT ONTO VALLEY BLVD.

FRESNO

351 E. BARSTOW, SUITE 101
FRESNO, CA 93710

FROM CA-41 S, TAKE THE BULLARD AVE EXIT. TURN LEFT ONTO E BULLARD AVE. TURN RIGHT ONTO N FRESNO ST. TURN RIGHT ONTO E BARSTOW AVE.

FROM CA-41 N, TAKE THE SHAW AVE EXIT TOWARD CLOVIS. TURN RIGHT ONTO E SHAW AVE. TURN LEFT ONTO N FRESNO ST. TURN LEFT ONTO E BARSTOW AVE.

HAYWARD

24301 SOUTHLAND DRIVE, SUITE B-1
HAYWARD, CA 94545

FROM I-880 N TOWARD OAKLAND, TAKE THE WINTON AVENUE EXIT. MERGE ONTO W WINTON AVE TOWARD HEALD COLLEGE. TURN LEFT ONTO SOUTHLAND DR.

FROM I-880 S TOWARD SAN JOSE/SAN MATEO BR, TAKE THE WINTON AVE WEST EXIT TOWARD HEALD COLLEGE. MERGE ONTO W WINTON AVE. TURN LEFT ONTO SOUTHLAND DR.

REDDING

2861 CHURN CREEK, UNIT C
REDDING, CA 96002

FROM I-5 N TOWARD SACRAMENTO, TAKE THE CYPRESS AVE EXIT (677)-TOWARD REDDING. TURN RIGHT ONTO E CYPRESS AVE. TURN RIGHT ONTO YANA AVE. TURN LEFT ONTO VALE DR. TURN RIGHT ONTO CHURN CT.

FROM I-5 S, MERGE ONTO CA-44 E VIA EXIT 678A TOWARD HILLTOP DR/LASSEN PARK. TAKE THE VICTOR AVE EXIT- EXIT 3. TURN RIGHT ONTO VICTOR AVE. TURN LEFT ONTO HARTNELL AVE. TURN LEFT ONTO CHURN CT.

RIVERSIDE

RIVERSIDE TECHNOLOGY BUSINESS PARK
1600 CHICAGO AVE, SUITE M-15
RIVERSIDE, CA 92507

FROM I-215 N TOWARD RIVERSIDE/SAN BERNARDINO, TAKE THE COLUMBIA AVENUE EXIT. TURN RIGHT ONTO E LA CADENA DR. TURN LEFT ONTO COLUMBIA AVE. TURN RIGHT ONTO CHICAGO AVE. TURN LEFT ONTO MARLBOROUGH AVE.

FROM I-215 S TOWARD SAN BERNARDINO/RIVERSIDE, TAKE THE EXIT TOWARD COLUMBIA AVENUE. TURN SLIGHT RIGHT ONTO INTERCHANGE DR. TURN LEFT ONTO PRIMER ST. TURN LEFT ONTO COLUMBIA AVE. TURN RIGHT ONTO CHICAGO AVE. TURN LEFT ONTO MARLBOROUGH AVE.

SACRAMENTO

9719 LINCOLN VILLAGE DR.
BUILDING 100, SUITE 100
SACRAMENTO, CA 95827

FROM I-80 E, KEEP LEFT TO TAKE US-50 E TOWARD SACRAMENTO/SOUTH LAKE TAHOE. TAKE THE BRADSHAW ROAD EXIT (13). TURN RIGHT ONTO BRADSHAW RD. TURN LEFT ONTO LINCOLN VILLAGE DR.



FROM US-50 W, TAKE THE BRADSHAW ROAD EXIT (13). TURN LEFT ONTO BRADSHAW RD. TURN LEFT ONTO LINCOLN VILLAGE DR.

SAN DIEGO

5440 MOREHOUSE DRIVE, SUITE 3300
SAN DIEGO, CA 92121

FROM I-805 S, TAKE THE SORRENTO VALLEY RD EXIT TOWARD MIRA MESA BLVD. TURN LEFT ONTO SORRENTO VALLEY RD. STAY STRAIGHT TO GO ONTO MIRA MESA BLVD. TURN LEFT ONTO SCRANTON RD. TURN RIGHT ONTO MOREHOUSE DR.

FROM I-805 N TOWARD LOS ANGELES, TAKE THE MIRA MESA BLVD/VISTA SORRENTO PKWY EXIT. TURN RIGHT ONTO MIRA MESA BLVD. TURN LEFT ONTO SCRANTON RD. TURN RIGHT ONTO MOREHOUSE DR.

SANTA ROSA

160 WIKIUP DRIVE, SUITE 105
SANTA ROSA, CA 95403

FROM US-101 N, MERGE ONTO FULTON RD. TURN RIGHT ONTO AIRPORT BLVD. TURN RIGHT ONTO OLD REDWOOD HWY. TURN LEFT ONTO WIKIUP DR.

FROM US-101 S, TAKE THE AIRPORT BLVD EXIT. TAKE THE RAMP TOWARD MARK WEST AREA/LARKFIELD WIKIUP. TURN LEFT ONTO AIRPORT BLVD. TURN RIGHT ONTO OLD REDWOOD HWY. TURN LEFT ONTO WIKIUP DR.

SANTA CLARA

2936 SCOTT BLVD
SANTA CLARA, CA 95054

FROM US-101 N, TAKE THE SAN TOMAS EXPWY/MONTAGUE EXPWY EXIT- EXIT 392. TAKE THE SAN TOMAS EXPWY RAMP. MERGE ONTO SAN TOMAS EXPY/CR-G4. TURN LEFT ONTO SCOTT BLVD.

FROM I-880 S TOWARD SAN JOSE, TAKE THE MONTAGUE EXPWY EXIT (7). TAKE THE MONTAGUE EXPWY WEST RAMP. MERGE ONTO MONTAGUE EXPY/CR-G4 E. TURN LEFT ONTO E TRIMBLE RD. E TRIMBLE RD BECOMES DE LA CRUZ BLVD. TURN SLIGHT RIGHT ONTO CENTRAL EXPY/CR-G6 W. TURN SLIGHT RIGHT ONTO SCOTT BLVD.

SPECIAL ACCOMMODATIONS AVAILABLE

All examination sites are physically accessible to individuals with disabilities. Scheduling services are also available via our Telecommunications Device for the Deaf (TDD) by calling 800.790.3926.

The Board and PSI recognize their responsibilities under the Federal Americans with Disabilities Act and the California Fair Employment and Housing Act by providing testing accommodations or auxiliary aids or services for candidates who substantiate the need due to a physical or mental disability or qualified medical condition.

Candidates whose primary language is not English may also qualify for accommodations.

Requests for accommodation must be received a minimum of 90 days prior to the desired test date to allow for processing. Accommodations that fundamentally alter the measurement of

the skills or knowledge the examinations are intended to test will not be granted.

Accommodations will not be provided at the examination site unless prior approval by the BBS has been granted. Reasonable, appropriate, and effective accommodations may be requested by submitting a "Request for Accommodation" package. This package is available by contacting the Board or online at www.bbs.ca.gov/bbsforms.htm. Do not call PSI to schedule your examination until you have received written notification from the BBS regarding your request for accommodations.

REPORTING TO THE EXAMINATION SITE

On the day of the examination, you should arrive at least 30 minutes prior to your scheduled appointment time. This allows time for sign-in and identification verification and provides time to familiarize yourself with the examination process. *If you arrive late, you may not be admitted to the examination site and you will forfeit your examination registration fee.*

REQUIRED IDENTIFICATION AT EXAMINATION SITE

You must provide one of the following valid forms of government-issued identification before you may examine:

- Valid photographic Driver's License (any state)
- Valid State identification card (any state)
- Valid U.S. military identification
- Valid passport

All photographs must be recognizable as the person to whom the identification card was issued. The name on the application must match the photographic I.D. card. If you have recently changed your name with the BBS, you may want to contact PSI to verify that they have the correct same name on file.

If you cannot provide the required identification, you must call (800) 733-9267 at least 3 weeks prior to your scheduled appointment to arrange a way to meet this security requirement. *Failure to provide all of the required identification at the time of the examination without notifying PSI is considered a missed appointment, and you will not be able to take the examination.*

CALIFORNIA LAW SECURITY PROCEDURES

Section 123 of the California Business and Professions Code states: It is a misdemeanor for any person to engage in any conduct which subverts or attempts to subvert any licensing examination or the administration of an examination, including, but not limited to:

- Conduct which violates the security of the examination materials;
- Removing from the examination room any examination materials without authorization;
- The unauthorized reproduction by any means of any portion of the actual licensing examination;
- Aiding by any means the unauthorized reproduction of any portion of the licensing examination;
- Paying or using professional or paid examination-takers for the purpose of reconstructing any portion of the licensing examination;



- Obtaining examination questions or other examination material, except by specific authorization either before, during, or after an examination; or
- Selling, distributing, buying, receiving, or having unauthorized possession of any portion of a future, current, or previously administered licensing examination.
- Communicating with any other examinee during the administration of a licensing examination.
- Copying answers from another examinee or permitting one's answers to be copied by another examinee.
- Having in one's possession during the administration of the licensing examination any books, equipment, notes, written or printed materials, or data of any kind, other than the examination materials distributed, or otherwise authorized to be in one's possession during the examination.
- Impersonating any examinee or having an impersonator take the licensing examination on one's behalf.

Nothing in this section shall preclude prosecution under authority provided for in any other provision of law. In addition to any other penalties, a person found guilty of violating this section, shall be liable for the actual damages sustained by the agency administering the examination not to exceed ten thousand dollars (\$10,000) and the costs of litigation.

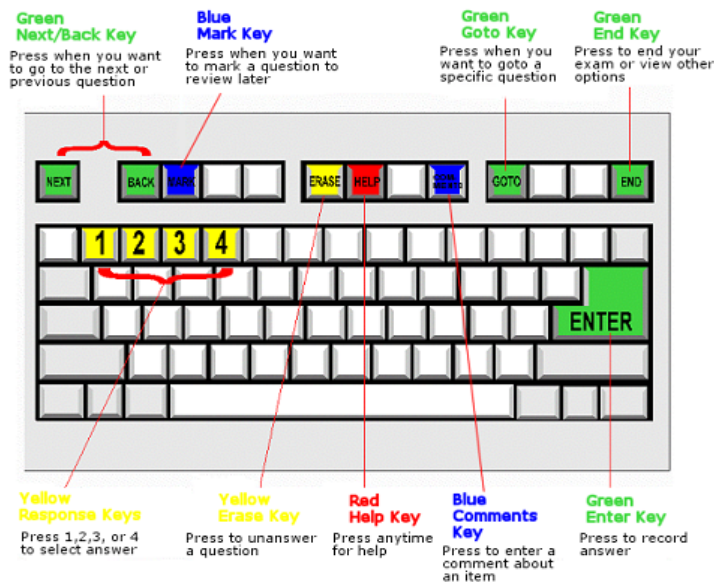
PSI SECURITY PROCEDURES

The following security procedures will apply during the examination:

- Cell phones, digital watches, pagers, purses, briefcases, personal belongings, and children are not allowed at the examination site.
- No smoking, eating, or drinking will be allowed at the examination site.
- Copying or communicating examination content is a violation of PSI security policy. Either one may result in the disqualification of examination results and may lead to legal action.

TAKING THE EXAMINATION BY COMPUTER

Taking the PSI examination by computer is simple. You do not need any computer experience or typing skills. You will use fewer keys than you use on a touch-tone telephone. All response keys are colored and have prominent characters. An illustration of the special keyboard is shown here.



IDENTIFICATION SCREEN

You will be directed to a semiprivate testing station to take the examination. When you are seated at the testing station, you will be prompted to confirm your name, identification number, and the examination for which you are registered.

TUTORIAL

Before you start your examination, an introductory tutorial to the computer and keyboard is provided on the computer screen. The time you spend on this tutorial, up to 15 minutes, DOES NOT count as part of your examination time. Sample questions are included as part of the tutorial so that you may practice using the keys, answering questions, and reviewing your answers.

One question appears on the screen at a time. During the examination, minutes remaining will be displayed at the top of the screen and updated as you record your answers.

EXAMINATION QUESTION EXAMPLE

During the examination, you should press 1, 2, 3, or 4 to select your answer. You should then press "ENTER" to record your answer and move on to the next question. A sample question display follows:

The screenshot shows a software interface for an examination. At the top, there is a status bar with icons and text: "Mark", "Comments", "Goto", "Help", and "End". Below this, a progress bar shows: "Question: 3 of 40", "Answered: 2", "Unanswered: 1", "Marked: 0", "View: All", and "Time Left(Min): 359". The main area displays question 3: "What do the stars on the United States of America's flag represent?". Below the question, it says "(Choose from the following options)" and lists four options with radio buttons: "1. Presidents", "2. Colonies", "3. States", and "4. Wars". At the bottom, there are two buttons: "<< Back" and "Next >>".

EXAMINATION REVIEW

The DCA/BBS will be continually evaluating the examinations being administered to ensure that the examinations accurately measure competency in the required knowledge areas. Comments may be entered on the computer keyboard during the examination. Your comments regarding the questions and the examinations are welcomed. While PSI does not respond to individuals regarding these comments, all substantive comments are reviewed.

EXAMINATION RESULTS

At the end of your test, a pass or fail result will be shown on the screen and you will receive a printed score report. Numerical (raw) scores are provided to candidates who fail, but are not provided to candidates who pass. Your test results are confidential and are released only to you and your state licensing agency. To protect your privacy and to maintain the confidentiality of test results, score information is not given over the telephone.

FAILING SCORE REPORTS

The score report will indicate the candidate's overall score and grade, including the number of items answered correctly. It also reveals how the candidate performed on each major section of the test as defined by the LEP Examination Plan. The number correct in each content area is displayed. The primary purpose in providing a subscore for each part of the examination is to guide candidates in areas requiring additional preparation for re-testing.

ABANDONMENT OF APPLICATION/INELIGIBILITY

FIRST TIME EXAMINEES: Title 16, California Code of Regulations Section 1806 (c) states, "An application shall be deemed abandoned if the applicant fails to sit for examination within one year after being notified of eligibility." Abandonment of an application requires the candidate to submit a new application, fee and all required documentation, as well as meet all current requirements in effect at the time the new application is submitted if that candidate wishes to pursue licensure.

RE-EXAMINATION APPLICANTS: Business and Professions Code Section 4986.80 states, "... An applicant who has failed the written or oral examination may, within one year from the notification date of failure, retake that examination as regularly scheduled, without further application. Thereafter, the applicant shall not be eligible for further examination until he or she files a new application, meets all current requirements, and pays all fees required. Persons failing to appear for reexamination, once having been scheduled, shall forfeit any reexamination fees paid."

AFTER PASSING THE EXAMINATION

Candidates are eligible to apply for licensure after passing the examination!

To apply, candidates must submit a Request for LEP Initial License Issuance form and the required fee to the BBS. Forms are provided with candidate result notices, or may be obtained by contacting the BBS. A Request for LEP Initial License Issuance form will be mailed to candidates with delayed score reports.

When your license number is issued it will be available on the BBS's Web site at www.bbs.ca.gov. Your license certificate will be mailed within 30 working days of issuance.

AMOUNT OF INITIAL LICENSE FEE

The amount of the initial LEP license fee will be prorated and established according to the month of issuance (month fee received by BBS) and expiration date of the license (candidate's birth month). Refer to the Fee Chart provided on the Request for LEP Initial License Issuance form to determine the amount you should submit.

Example 1: If your birth month is *March* and the Board receives your Request for LEP Initial License Issuance in *April*, the fee required to be submitted with your request would be *\$80.00*. Your license would be valid for approximately 24 months.

Example 2: If your birth month is *April* and the Board receives your Request for Initial LEP License Issuance in *April*, the fee required to be submitted with your request would be *\$43.00*. Your license would be valid for approximately 13 months.

Title 16, California Code of Regulations section 1806(d), states, "An application shall be deemed abandoned if the applicant fails to pay the initial license fee within one year after notification by the board of successful completion of examination requirements. An application submitted subsequent to the abandonment of a prior application shall be treated as a new application."

STUDY MATERIAL AND COURSES

The LEP Examination Plan contained in this handbook is the official standard for the material that will be covered in the examination. It is important for candidates to study the *Examination Items* section of this handbook and the examination plan. Should the examination plan or format change, ample notice will be provided, and updates will be posted on the Board's Web site at www.bbs.ca.gov.

Candidates are encouraged to trust in and use their education, experience and judgment as a basis for responding to the examination items. Examination preparation courses are not necessary for success in the examination and are not a substitute for education and experience. However, they may be useful for overcoming test anxiety or becoming familiar with the format of an examination.

Should you decide to use examination preparation course materials or workshops, we strongly encourage you to become an informed consumer prior to purchase and to consider the impact that incorrect information could have upon your examination performance.



The Board does not supply examination preparation providers with confidential examination material. Additionally, it is unlawful for candidates to provide information regarding examination content to anyone.

OBJECTIVE OF THE BOARD OF BEHAVIORAL SCIENCES (BBS)

State licensing boards are mandated to protect the public by developing licensing examinations that determine minimum competency for licensure. Licensure is mandated for those who provide independent professional services to the consumer.

In accordance with Business and Professions Code section 4986.20, each applicant for the LEP license who meets the educational and experience requirements must successfully complete the written examination in California prior to the issuance of a license.

Examinations administered by the BBS test candidates with regard to their knowledge and professional skills, as well as their ability to make judgments about appropriate techniques and methods, as applicable to the LEP scope of practice. This scope of practice is defined in business and Professions Code section 4986.10 which states, "A licensed educational psychologist shall be authorized to perform any of the following professional functions pertaining to academic learning processes or the educational system or both: (a) Educational evaluation, diagnosis, and test interpretation limited to assessment of academic ability, learning patterns, achievement, motivation, and personality factors directly related to academic learning problems. (b) Counseling services for children or adults for amelioration of academic learning problems. (c) Educational consultation, research, and direct educational services."

LEP EXAMINATION PLAN

The development of an examination program begins with an occupational analysis, most recently completed for LEPs in 2003. An occupational analysis is a method for identifying the tasks performed in a profession or on a job and the knowledge, skills, and abilities required to perform that job.

The results of an occupational analysis form the basis of a licensing examination, demonstrating that an examination is job-related. The Department of Consumer Affairs' Examination Validation Policy requires an occupational analysis be performed every three to seven years. The 2003 LEP occupational analysis began with interviews of licensees to gather information about the tasks performed in practice and the knowledge required to perform those tasks. That information was reviewed and refined during workshops with licensees, then incorporated into a questionnaire. The questionnaire asked licensees to rate the importance of (for example) each task and knowledge area associated with their own practice.

The questionnaires were mailed to 1700 California-licensed LEPs. Several panels of LEPs reviewed the results of the questionnaire. The panels then established the content of the new examination plan based on the task statements and knowledge areas determined critical to practice, forming a valid LEP examination plan.

The LEP written examination plan consists of the five content areas. In each content area, the examination plan describes examination content in terms of the task statements and knowledge areas resulting from the occupational analysis. **It is important that candidates prepare for the examination by studying the examination plan.**

EXAMINATION DEVELOPMENT

The LEP examination is developed and maintained by the Office of Examination Resources (OER), a division of the Department of Consumer Affairs. The OER staff consists of test validation and development specialists who are trained to develop and analyze occupational licensing examinations. California-licensed LEPs who participate in examination development and review workshops are referred to as "Subject Matter Experts" (SMEs). SMEs write and review multiple-choice items for the examination. SMEs are trained on established examination development processes and measurement methodologies by the OER. The cooperative efforts among these members of the LEP profession, the OER and the BBS are necessary to achieve both the measurement and content standards for examination construction.

ESTABLISHING THE PASSING STANDARDS

The LEP written examination measures knowledge and skills required for LEP practice, and represent a standard of performance that LEP SMEs agree is the minimum acceptable level for licensing in the profession.

To establish pass/fail standards for each version of the examination, a criterion-referenced passing score methodology is used. The intent of this methodology is to differentiate between a qualified and unqualified licensure candidate. The passing score is based on a minimum competence criterion that is defined in terms of the actual behaviors that qualified LEPs would perform if they possessed the knowledge necessary to perform job activities.

During a criterion-referenced passing score procedure, a panel of LEP SMEs also consider other factors that would contribute to minimum competence such as prerequisite qualifications (e.g., education, training and experience); the difficulty of the issues addressed in each multiple choice item; and public health and safety issues. By adopting a criterion-referenced passing score, the Board applies the same minimum competence standards to all licensure candidates. Because each version of the examination varies in difficulty, an important advantage of this methodology is that the passing score can be modified to reflect subtle differences in difficulty from one examination to another, providing safeguards to both the candidate and the consumer.

EXAMINATION ITEMS

The LEP examination contains no fewer than 100 multiple-choice items. The examination may contain additional items for the purpose of pre-testing (up to 25 non-scoreable items). Pre-testing allows performance data to be gathered and evaluated before items become scoreable in an examination. These pre-

test ("experimental") items, distributed throughout the examination, WILL NOT be counted for or against you in your score, and will not be identified to you. You will have 2 ½ hours to complete this examination.

All of the scoreable items in the examination have been written and reviewed by LEPs, are based on the job-related task and knowledge statements contained in the examination plan, are written at a level that requires candidates to apply integrated education and experience, are supported by reference textbooks, and have been pre-tested to ensure statistical performance standards are met.

There is only one correct answer for each item. The 'incorrect' answers are typically common errors and misconceptions, true but not relevant statements, or incorrect statements. There are no 'trick' questions in the examination.

EXAMPLE EXAMINATION ITEMS

To follow are examples of the format and structure of items you may encounter during the examination. Each multiple-choice item requires the candidate to select the correct answer from among the four options provided.

1. What test should be used to obtain a standard score of the intellectual functioning of an 8-year-old who is unable to talk and has limited hand movements?
 - A. Raven's Progressive Matrices
 - B. Leiter International Performance Scale
 - C. Kaufman Assessment Battery for Children
 - D. McCarthy Scales of Children's Abilities
2. Why should parents be given detailed feedback following the completion of a psychological assessment of their child?
 - A. To provide the rationale for a special education placement decision.
 - B. To encourage parents to take a more active role in their child's education in the future.
 - C. To explain how social and emotional functioning is related to academic achievement.
 - D. To maximize intervention success through increasing participation with recommendations.
3. A right-handed 14-year-old student with a seizure disorder and no other health problems recently had a neuropsychological evaluation. The student's school asked an LEP to review the evaluation report and help them utilize the information. The report indicates impaired right-hand performance. An IQ test was not administered; however, all other evaluation results were within normal limits. What academic implications are inferred by these results?
 - A. The student has impaired language functioning and will primarily require extensive academic assistance with reading, spelling, writing, and note-taking.
 - B. The student has impaired visual-spatial functioning and will primarily require extensive academic assistance with reading, spelling, writing, and note-taking.
 - C. The student has impaired language functioning, and will primarily require extensive academic

assistance with math, nonverbal communication, science, and note-taking.

- D. The student has impaired visual-spatial functioning and will primarily require extensive academic assistance with math, nonverbal communication, science, and note-taking.

4. Which of the following treatments are recommended for managing Attention-Deficit/Hyperactivity Disorder?
 - A. EEG biofeedback, sensory integration training, and parent counseling
 - B. EEG biofeedback, sensory integration training, and removal of sugar and food additives
 - C. Behavior management methods, stimulant medication, and parent counseling
 - D. Behavior management methods, stimulant medication, and removal of sugar and food additives

Correct Answers: 1-A, 2-D, 3-A, 4-C

LICENSED EDUCATIONAL PSYCHOLOGIST

Written Examination Outline

I. ASSESSMENT	
	32%
A. INTAKE	
B. ASSESSMENT PLAN DEVELOPMENT	
C. TEST ASSESSMENT	
D. INTERPRETATION AND RECOMMENDATIONS	
II. INTERVENTION	
	20%
A. INTERVENTION PLAN DEVELOPMENT	
B. IMPLEMENTATION	
C. MONITORING	
III. CONSULTATION	
	21%
A. COMMUNICATION OF RESULTS	
B. OUTREACH	
C. COMMUNITY RESOURCES	
D. TRANSITION PLANNING	
IV. LAW	
	11%
V. ETHICS	
	16%
A. CONFIDENTIALITY	
B. PROFESSIONAL CONDUCT	

LEP WRITTEN EXAMINATION PLAN

The following pages contain detailed information regarding examination content. A definition of each content area and the associated task and knowledge statements are provided. It is important for candidates to use this section as a study guide, because each item in the examination is linked to this content. To help ensure success on the examination, candidates are also encouraged to use this section as a checklist by considering their own strengths and weaknesses in each area.

Knowledge statements indicated with an asterisk (*) are associated with more than one task and repeat. Note that knowledges repeat only within the overall content area, and never within the same sub-content area.

I. ASSESSMENT (32%)

Definition: This area assesses the candidate's ability to evaluate the client's cognition, information processing, academic achievement, personality, and social-emotional status to determine level of educational functioning through standardized test administration as well as alternative measures.

A. INTAKE

Tasks

- Assess history by reviewing client's records (e.g. medical, school, developmental, psychological) to assist in determining diagnosis.
- Conduct intake interviews with client and others to identify concerns related to educational needs and diagnosis.
- Gather information about client's level of functioning from parents, client, and others through interviews, observations, and questionnaires

Knowledge of

- Knowledge of medical conditions that affect learning and behavior.*
- Knowledge of disorders that have a physiological basis for learning and behavior.
- Knowledge of developmental ranges of the life span.
- Knowledge of developmental milestones of normal cognitive development.*
- Knowledge of common sensory and motoric disorders of infancy/childhood.*
- Knowledge of common sensory and motoric disorders of adolescent/adults.*
- Knowledge of nutrition and other health related issues as related to learning and behavior.
- Knowledge of indicators of developmental delays that affect learning and behavior.*
- Knowledge of techniques used to elicit information regarding client's history.
- Knowledge of techniques used to elicit information identifying client concerns.
- Knowledge of techniques used to elicit mental health information from client.
- Knowledge of techniques used to elicit physical health information from client.
- Knowledge of observational techniques to gather information to assist in formulating assessment plans and to measure progress.*

B. ASSESSMENT PLAN DEVELOPMENT

Tasks

- Determine whether learning, behavior problems, or medical conditions indicate the need for administration of test/assessment instrument(s).
- Select test/assessment instruments for client, based on presenting problem and intake information.
- Develop hypothesis(es) regarding client problem(s) in order to develop an assessment plan.
- Determine a psychoeducational battery to accommodate clients with disabilities to obtain reliable and valid results.
- Determine methods to evaluate diverse client populations to provide an unbiased assessment.

Knowledge of

- Knowledge of learning problems that require assessment.
- Knowledge of behavior problems that require assessment.*
- Knowledge of developmental milestones of normal cognitive development.*
- Knowledge of indicators of developmental delays that affect learning and behavior.*
- Knowledge of the purposes of different test/assessment instrument(s) of academic functioning.
- Knowledge of the purposes of different test/assessment instrument(s) of cognitive functioning.
- Knowledge of the purposes of different test/assessment instrument(s) of social/emotional functioning.
- Knowledge of the purposes of different test/assessment instrument(s) of adaptive functioning.
- Knowledge of purposes of different test/assessment instrument(s) of personality functioning.*
- Knowledge of medical conditions that affect learning and behavior.*
- Knowledge of the effect of neurological factors that impact learning and behavior.*
- Knowledge of the effect of substance abuse on learning and behavior.
- Knowledge of the principles of norms for interpretation of test/assessment instrument results.*
- Knowledge of principles of psychometrics pertaining to reliability and validity of test/assessment instruments.*
- Knowledge of the effect of human diversity factors on assessment process.*

C. TEST ASSESSMENT

Tasks

- Assess cognitive ability, academic achievement, processing, adaptive, and social/emotional status by administering test/assessment instrument(s) to determine level of functioning.
- Assess levels of development by administering test/assessment instrument(s) to determine range of functioning.

- Administer test/assessment instrument(s) to prove or disprove initial hypotheses and develop a client diagnosis/plan.
- Assess client's social interaction across settings (e.g. home, school, playground) to formulate an intervention plan.
- Assess personality factors related to academic learning problems by administering test/assessment instrument(s).
- Assess client's motor skills and coordination to determine level of functioning for educational/vocational planning.
- Assess client with brain injury, neurological disorders, or psychological trauma to evaluate level of functioning.

Knowledge of

- Knowledge of methods to assess cognitive functioning.
- Knowledge of methods to assess social/emotional functioning.
- Knowledge of methods to assess adaptive functioning.
- Knowledge of methods to assess behavioral functioning.*
- Knowledge of methods to assess fine and gross motor skills.
- Knowledge of the effect of human diversity factors on assessment process.*
- Knowledge of developmental milestones of normal cognitive development.*
- Knowledge of indicators of developmental delays that affect learning and behavior.*
- Knowledge of observational techniques to gather information to assist in formulating assessment plans and to measure progress.*
- Knowledge of personality theory pertaining to formulating intervention.
- Knowledge of purposes of different test/assessment instrument(s) of personality functioning.*
- Knowledge of common sensory and motoric disorders of infancy/childhood.*
- Knowledge of common sensory and motoric disorders of adolescent/adults.*
- Knowledge of the relationship of neurological development and motor ability.
- Knowledge of the effect of motor coordination on educational performance.
- Knowledge of medical conditions that affect learning and behavior.*
- Knowledge of the effect of childhood diseases on learning and behavior.*
- Knowledge of the effect of neurological factors that impact learning and behavior.*
- Knowledge of the effect of physiological conditions on learning and behavior.
- Knowledge of the effect of prenatal substance exposure on subsequent cognitive development.
- Knowledge of the effect of prenatal/perinatal conditions in neurological development.

D. INTERPRETATION AND RECOMMENDATIONS

Tasks

- Interpret results of test/assessment instruments to assist in diagnosing client with disorders and impairments that affect learning and behavior.
- Diagnose disorders that affect client's learning and behavior.
- Identify antecedents and consequences that lead to outcome behaviors of client to develop behavior plans/interventions

Knowledge of

- Knowledge of principles of statistics pertaining to interpreting test/assessment instrument results.
- Knowledge of the effect of test/assessment instrument results on intervention planning.
- Knowledge of the principles of norms for interpretation of test/assessment instrument results.*
- Knowledge of principles of psychometrics pertaining to reliability and validity of test/assessment instruments.*
- Knowledge of the effect of testing conditions (e.g. noise, sobriety) that invalidate test/assessment instrument results.
- Knowledge of the effect of genetically-based developmental disorders.
- Knowledge of the effect of childhood diseases on learning and behavior.*
- Knowledge of the effect of adolescent/adult diseases on learning and behavior.
- Knowledge of methods used to classify client behaviors into diagnostic categories.
- Knowledge of taxonomic classification pertaining to learning and behavior in the Diagnostic and Statistical Manual.
- Knowledge of behavior problems that require assessment.*
- Knowledge of methods to assess behavioral functioning.*
- Knowledge of observational techniques to gather information to assist in formulating assessment plans and to measure progress.*

II. INTERVENTION (20%)

Definition This area assesses the candidate's ability to facilitate interventions to improve the client's development as related to educational functioning.

A. INTERVENTION PLAN DEVELOPMENT

Tasks

- Develop strategies to facilitate client's learning, social, and emotional development.
- Develop an intervention plan based on assessment results to address educational needs.
- Formulate client intervention plan as a result of identified learning and behavioral disorders

Knowledge of

- Knowledge of therapeutic interventions for developing social skills.*
- Knowledge of therapeutic interventions for improving emotional adjustment.*
- Knowledge of the effect of learning styles of individuals in development of a remedial program.*
- Knowledge of approaches to ameliorate learning and behavior problems.*
- Knowledge of therapeutic interventions for improving attention skills.*
- Knowledge of behavioral interventions to enable client to function across settings.*

- Knowledge of therapeutic interventions for developing problem-solving skills.*
- Knowledge of therapeutic interventions for managing conflict and anger.*

B. IMPLEMENTATION

Tasks

- Apply results from diagnostic test/assessment instrument(s) to develop intervention strategies to address client's emotional, learning, or behavior problems.
- Provide recommendations and strategies to client, educators, and employers to facilitate client effectiveness in educational and employment settings.
- Teach parents, educators, employers, and others how to apply interventions to modify client's behavior.
- Apply positive behavioral management principles to improve client's adaptive behavior.
- Assist client in developing coping, social-emotional, and organizational skills that apply across environments.
- Provide counseling to assist client in improving ability to function socially and personally as related to educational/vocational settings.
- Teach client to apply therapeutic strategies in home, school, community, and employment settings to improve learning and behavior.
- Provide counseling for individual(s) or groups to address factors that impact learning and vocational skills.
- Assist client in applying strategies to reduce test anxiety.

Knowledge of

- Knowledge of therapeutic interventions for improving emotional adjustment.*
- Knowledge of the effect of learning styles of individuals in development of a remedial program.*
- Knowledge of approaches to ameliorate learning and behavior problems.*
- Knowledge of therapeutic interventions for improving attention skills.*
- Knowledge of therapeutic interventions for developing social skills.*
- Knowledge of behavioral interventions to enable client to function across settings.*
- Knowledge of therapeutic interventions for developing problem-solving skills.*
- Knowledge of therapeutic interventions for managing conflict and anger.*
- Knowledge of behavior management principles used to develop remedial programs.
- Knowledge of theoretical and practical aspects of counseling that apply to learning and behavior problems.
- Knowledge of the counseling process to resolve learning and behavior problems.
- Knowledge of the effect of human diversity on counseling process.
- Knowledge of techniques used to facilitate group counseling sessions.
- Knowledge of techniques used to facilitate individual counseling sessions.

C. MONITORING

Tasks

- Evaluate effectiveness of strategies by monitoring client's progress in school and other settings to determine need for modifications.
- Monitor educational and behavioral interventions for clients with medical and psychological conditions.

Knowledge of

- Knowledge of methods to monitor client progress in treatment.
- Knowledge of techniques used to establish measurement of treatment goals.

III. CONSULTATION (21%)

Definition This area assesses the candidate's ability to advocate for the client as well as to provide consultation to clients, parents, schools, community groups and agencies related to educational functioning.

A. COMMUNICATION OF RESULTS

Tasks

- Develop a report that communicates the results of client's comprehensive assessment.
- Consult with parents, educators, and others to present client's assessment results, conclusions, and recommendations.
- Consult with parents, educators, and others to explain the effects of cognitive processes on learning and behavior.
- Apply research findings in providing assessments and follow-up services.

Knowledge of

- Knowledge of methods used to consolidate assessment information into a report.
- Knowledge of techniques used to explain test results and make further recommendations.*
- Knowledge of the impact of environmental or social factors on clients' presenting issues.
- Knowledge of the role of advocacy in educational and other consultation settings.*
- Knowledge of the effect of family dynamics on client learning and behavior.
- Knowledge of methods used to inform others about cognitive processing and the effects on learning.
- Knowledge of methods used to evaluate research.

B. OUTREACH

Tasks

- Consult with other professionals to obtain additional information about client's functioning to assist in developing a treatment plan for client.
- Serve as an advocate for client at educational planning meetings and in other settings (e.g., community, court).
- Provide in-service training to educators and school staff to assist in the learning and development of students.
- Provide in-service training programs on learning disabilities and other exceptional needs of individuals to increase awareness in the community.

Knowledge of

- Knowledge of methods to determine whether medical service and other support are needed.*
- Knowledge of methods used to determine the need for consultation from additional resources.*
- Knowledge of the role of advocacy in educational and other consultation settings.
- Knowledge of different programs that provide advocacy for individuals with disabilities.*
- Knowledge of the impact of differences in parent or caregiver techniques on client functioning.
- Knowledge of methods used to teach educational skills to others during in-service training.
- Knowledge of methods used to train educators and school staff to assist in the learning and development of students.

C. COMMUNITY RESOURCES

Tasks

- Provide information about educational options to client and parents based upon assessment results.
- Provide parent/client with information regarding available resources to assist in client's adjustment and learning.
- Refer client for remedial support, psychotherapy, or medical services as needed.
- Collaborate with community agencies to provide information about services for parents and clients regarding educational/vocational issues.
- Provide information about community resources/services to individuals and community agencies to link service providers with client.

Knowledge of

- Knowledge of program and service options within the educational system.*
- Knowledge of available educational opportunities in the community that address learning needs.*
- Knowledge of adult learning opportunities and referral resources pertaining to learning and behavior.*
- Knowledge of different programs that provide advocacy for individuals with disabilities.*
- Knowledge of support services available within the community.*
- Knowledge of the impact of personal crises and traumatic events upon client's school performance.
- Knowledge of methods to determine whether medical service and other support are needed.*
- Knowledge of methods used to determine the need for consultation from additional resources.*

D. TRANSITION PLANNING

Tasks

- Develop an educational/vocational plan for a client with disabilities for transition into school/work settings.
- Assist client in identifying interests, skills, and abilities that are consistent with educational and career opportunities.

Knowledge of

- Knowledge of learning environment and practices conducive to maximizing client performance.
- Knowledge of program and service options within the educational system.*
- Knowledge of support services available within the community.*
- Knowledge of adult learning opportunities and referral resources pertaining to learning and behavior.*
- Knowledge of available educational opportunities in the community that address learning needs.*
- Knowledge of techniques used to explain test results and make further recommendations.*

IV. LAW (11%)

Definition This area assesses the candidate's ability to comply with legal obligations, including confidentiality, reporting requirements, and disclosure of fees and qualifications.

Tasks

- Maintain security of records to protect the client's privacy.
- Obtain written release of information prior to acquiring or disclosing information relating to client.
- Disclose fees for services prior to working with client as required by law.
- Inform public of qualifications and services provided by complying with legal standards regarding advertising.
- Report cases of abuse to authorities as defined by mandated reporting requirements to protect the welfare and safety of the client.
- Report expressions of client's intent to harm self or others as defined by mandated reporting requirements.

Knowledge of

- Knowledge of procedures to secure consent and release of client records.
- Knowledge of legal requirements of confidentiality between practitioners, minor children, and adults.
- Knowledge of laws related to custody issues of minor or dependent client.
- Knowledge of legal requirements to maintain security of client's records.
- Knowledge of legal requirements to report individuals who are a danger to themselves and others.
- Knowledge of legal requirements to report suspected or known child, dependent adult, and elder abuse.
- Knowledge of federal and state regulations pertaining to special education of individuals in public and private schools.
- Knowledge of legal requirements of disclosing service fees prior to working with clients.
- Knowledge of legal requirements regarding informing client of qualifications and services.
- Knowledge of indicators of sexual abuse.
- Knowledge of indicators of physical abuse and neglect.
- Knowledge of legal limitations pertaining to containment of client who exhibits dangerous behavior.
- Knowledge of factors that indicate the potential for at risk behavior within age, gender, and cultural groups.

V. ETHICS (16%)

Definition This area assesses the candidate's ability to comply with ethical standards for Licensed Educational Psychologists, including confidentiality, scope of practice, and professional boundaries.



A. CONFIDENTIALITY

Tasks

- Inform client of parameters of confidentiality to facilitate client understanding of legal requirements.
- Inform client as to the nature and impact of confidential information prior to disclosure to third parties to protect client's rights.

Knowledge of

- Knowledge of techniques to explain confidentiality to clients.
- Knowledge of responsibility to inform client of right to reports and due process guarantees.*

B. PROFESSIONAL CONDUCT

Tasks

- Maintain professional boundaries with client to protect the professional relationship.
- Inform client of educational services available at no cost through public schools and agencies prior to providing services.
- Maintain separation of private practice and other personal forms of employment to avoid a conflict of interest.
- Provide information to public with regard to professional qualifications and scope of practice.
- Assist client to obtain alternate referrals when unable to provide professional services within scope of practice.
- Discuss office policies and fees to promote understanding of client's responsibilities.

Knowledge of

- Knowledge of responsibility pertaining to professional conduct in relation to the client.
- Knowledge of responsibility to inform client of right to reports and due process guarantees.*
- Knowledge of situations that pose a conflict of interest for a licensed educational psychologist.
- Knowledge of responsibility to inform client of no-cost services provided by public schools and agencies students with special needs.
- Knowledge of responsibility to inform client about options for individual educational services.
- Knowledge of responsibility to inform clients about accommodations that are available to individuals in school and/or employment settings.
- Knowledge of methods used for advertising qualifications and scope of practice to the public.
- Knowledge of responsibility to disclose professional qualifications.
- Knowledge of personal limitations related to training and experience.
- Knowledge of alternative referrals to provide to client when service needed is beyond the scope of practice.
- Knowledge of methods used to discuss management of fees and office policies with client.



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STATE OF CALIFORNIA NOTICE OF ELIGIBILITY

You are eligible to participate in the written examination for licensure as a Licensed Educational Psychologist. This is the ONLY notice of eligibility you will receive. Please retain it for your records. Your address label below contains important date information. In the upper left corner (above your name) is the date your application for examination was approved; following that is the date by which you must take your examination. You must take your written examination by the date specified on the label, or you will be required to reapply (see *Abandonment of Application/Ineligibility* in this handbook).

This handbook provides important information regarding examination content and procedures. To schedule your examination, please refer to the instructions in this handbook

Upon passing the written examination, you are eligible for licensure. Please see the instructions in this handbook.

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